**ASCC Themes 1 Subcommittee Meeting**

Unapproved Minutes

Wednesday, April 10th, 2024 2:00PM – 3:30PM

CarmenZoom

**Attendees:**

1. Approval of 03/27/2024 Minutes
   * Rehbeck, Andridge, **unanimously approved**
2. Anthropology 3360 (new course requesting GEN Theme: Lived Environments)
   * Theme Advisory Group: Lived Environments
     + The reviewing faculty would like additional explanation surrounding the Lived Environment that the course will be examining, as they were unclear and do not believe students will be able to immediately identify the Lived Environment. While they believe that the course may be focusing on the interactions between humans and animals, and how this has changed over time and cultures, they ask it to be made clearer within the syllabus and the proposal if this is the case.
     + The reviewing faculty suggest revising the course title to help refocus the emphasis of the course on the Lived Environment being examined, as this may help clarify to students (and, by extension, the reviewing faculty) the core topic of the course.
     + **Declined to vote**
   * Themes Subcommittee
     + The reviewing faculty ask that more information be provided within the course syllabus surrounding the course assessments, with special attention paid to the Research Project and Final Presentation (as found on page 4 of the syllabus). While they appreciate the brief description found there, they would like more information about the details of the project and how students can expect to engage with the GEN Theme category while they complete these assessments.
     + The reviewing faculty ask that specific assessments and assignments be identified that will fulfill the GEN Theme ELOs within the GE application form.
     + The Subcommittee asks that the Religious Accommodation statement be updated within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. As a helpful reminder, the link at the end of the statement labeled “Policy: Religious Holidays, Holy Days and Observations” *is* a required part of the statement and must be included. The newly updated statement can be found on the [syllabus elements page of the ASC Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
     + The reviewing faculty ask that a cover letter be provided that details all changes made as a result of this feedback.
     + **Declined to vote**
3. ENR 3500H (new course requesting GEN Theme: Lived environments) (Return) (Approved by Themes Subcommittee, only requires TAG approval)
   * Theme Advisory Group: Lived Environments
     + *The reviewing faculty recommend reducing the number of course outcomes/objectives, as they worry these many may be difficult to assess.*
     + *The reviewing faculty asks that the Religious Accommodation statement be updated within the course syllabus. The new statement has been provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. As a helpful reminder, the link at the end of the statement labeled “Policy: Religious Holidays, Holy Days and Observations” is a required part of the statement and must be included. The newly updated statement can be found on the* [*syllabus elements page of the ASC Curriculum and Assessment Services website*](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)*.*
     + **Approved** via **E-vote** with *two recommendations* (in italics above)
4. Plant Pathology 3920 (existing course requesting GEN Theme: Health and Wellbeing)
   * Theme Advisory Group: Health and Wellbeing
     + The reviewing faculty find that the course needs stronger alignment with GEN Theme: Health and Wellbeing ELO 3.2. The course description identifies that the course will help students “navigate a chemical landscape for their personal and professional development” and the syllabus indicates that students will achieve ELO 3.2 through critical evaluation of concepts across a variety of topics, including wellness. Thus, if the course will help students achieve ELO3.2 at an individual level, the reviewing faculty believe this connection should be emphasized to students in the syllabus, and more clearly explained in either the syllabus or the proposal. They recommend the following ideas to help address this concern:
       - Consider incorporating more specific and intentional elements of health and well-being to outcomes 3.1C and 4.1C (page 3 in the syllabus), which would drive modifications to the aligned assessments and learning activities. They would also encourage adjustments to both the course and assignment descriptions to ensure students understand the connection between course activities and strategies that promote health and well-being at an advanced level.
       - If concepts of wellness are integrated within the weekly reading reflections and class discussions, could the instructors provide the reviewing faculty a few examples of the reflection or discussion prompts for the weeks where health and well-being topics are emphasized?
     + The reviewing faculty ask it be clarified if students are either using Erowid to select a final project topic or if the course proposer is asking students to share their final project on Erowid? If it is the latter, the reviewing faculty would like to know if the course proposer has considered providing students with a few platform options for them to share their group project (e.g. PebblePad, u.osu.edu, etc.), as some students may not feel comfortable with associating their scholarly work with the full range of content shared via Erowid. Lastly, the reviewing faculty suggest the text discussing the role Erowid plays in the group project be clarified to avoid similar confusion by students.
     + **No Vote**
   * Themes Subcommittee
     + The reviewing faculty are concerned about this course’s accessibility to a general audience, especially for students in non-science majors, as the course readings, especially, appear to be a high-level and not suited towards a General Education audience. Given that this course is now seeking inclusion within the General Education, the course will enroll students with a potentially limited background within the sciences. They ask that it be made clearer how students of all backgrounds can successfully enroll and complete the requirements of the course. Additionally, they would like to see readings within the course identified that help prepare students for the more advanced and complex topics that they will be engaging within.
     + The reviewing faculty ask the unit to consider what prerequisites can be added to the course in order to help highlight the knowledge necessary for a student to successfully complete the course. They recommend, if it is helpful, a prerequisite of Completion of GEN Foundation: Natural Sciences and, potentially, another relevant, common, science course that will prepare students for this course. Please note that the prerequisites should not be incredibly restrictive, as the course must still be open to a general audience.
     + The reviewing faculty ask that a cover letter be provided that details all changes made as a result of this feedback.
     + **No Vote**